

Fall 8-15-2001

# ENG 1001G-045: Composition and Language

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*Eastern Illinois University*

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**ENG 1001G SYLLABUS/FALL 2001****Instructor:** Dr. McCormick**Office:** Coleman 3050**Phone:** 581-6121; **e-mail:** cffgm@eiu.edu**Office Hours:** MWF 9-10 & 11-2

(and by appointment)

**REQUIRED TEXTS** (bring to every class):Hacker, A Writer's ReferenceAxelrod, St. Martin's Guide to Writing**SUPPLEMENTARY PURCHASES:**

1. Spiral notebook (for your **JOURNAL**)
2. Theme folder
3. Dictionary (a nice fat one which you can use for the next twenty years)
4. Three exam booklets (for occasional in-class preparation of rough drafts of your themes)

**SOME REMINDERS:**

1. Students who have an ACT score in English of 14 or below, or who have no test scores on file with the University, must pass English 1000 before enrolling in English 1001G.
2. I welcome your questions about any of our assignments for this course. Ask and I'll be happy to clarify.
3. To every class, please bring your journal, your St. Martin's Guide, and your Writer's Reference.
4. The tutors in the Writing Center (Coleman 3110) will be happy to help you with your writing assignments for this class. So will I. Come see me.

**EIU's ELECTRONIC WRITING PORTFOLIO (EWP) REQUIREMENT:**

1. To fulfill Eastern's "EWP" requirement, you must submit to the University's **ELECTRONIC WRITING PORTFOLIO** system a "competent" theme you have prepared either for this course or for your ENG 1002G course next semester.
2. I strongly encourage you to fulfill your freshman "EWP" requirement by submitting -- no later than **NOVEMBER 26** -- one of the themes you prepare for this course. For details concerning the submission process, see "**To Submit to the Electronic Writing Portfolio**" (appended to the end of this syllabus).

AUG 20 Introduction to the course; diagnostic essay.

AUG 22 Purchase spiral notebook to be used as a journal for this course only.  
**CAREFULLY STUDY** your "**COURSE DESCRIPTION**" handout. Be certain you understand course policies and procedures. Bring your questions to class.  
**READ** St. Martin's, pp. 25-37.  
**JOURNAL:** For your first journal entry (minimum 150 words) write responses to "Considering Topics for Your Own Essay" on p. 33 and on p. 37.  
**REMINDER:** To this and our future class sessions, please bring your journal (with your completed journal entry of at least **150 words**) as well as your St. Martin's and Writer's Reference textbooks.

- AUG 24      **READ** St. Martin's, pp. 37 (bottom)-49.  
**JOURNAL**: Write responses to "Considering Topics for Your Own Essay" on p. 42 and on pp. 46-47 and to whatever else in today's reading assignments you wish to respond.  
**REMINDER**: To this and to our future class sessions, remember to bring your journal (with your completed journal entry of at least **150 words**) as well as your St. Martin's and Writer's Reference textbooks.  
**READ** Writer's Reference, pp. vii-xi -- and be sure to perform "Tutorial[s]" 1, 2, 3, & 4. (HINT: You might have a pop quiz today.)
- AUG 27      **READ** St. Martin's, pp. 51-58.  
**JOURNAL**: perform the "**INVENTION**" activities described in St. Martin's, pp. 51-58. (Perform today's journal assignment with care. Your "**INVENTION**" activities constitute your preliminary brainstorming for **THEME 1** (value: 10% of your course grade).  
  
**IMPORTANT**: save every scrap of the writing — every doodle, every scribble, every false start and crossed out sentence – which you produce in the course of generating material and ideas pertinent to **THEME 1** (and to each of the other themes you will be preparing for this course).
- AUG 29      After studying the description of "Outlining" and "Drafting" in St. Martin's, p. 59, write a rough draft of **THEME 1**. Bring your draft to today's class. You and a classmate will perform peer reviews of one another's drafts.  
**IN-CLASS ACTIVITY**: You will exchange Your draft with a classmate and perform the "Critical Reading" tasks described on pp. 59-61.  
**REMINDER**: Save all of the writing you do in preparing **THEME 1**. If you work with a word processor, print and save your early as well as your later versions of the writing you do in preparing the theme. I will ask you to submit these earlier drafts and scribbles along with your final version of the essay in a **theme folder**
- AUG 31      **READ** the discussion of "**REVISING**" in St. Martin's, pp. 61-64.  
**READ** the account of student Jean Brandt's progress "**FROM INVENTION TO DRAFT TO REVISION**" in St. Martin's, pp. 66-73.  
Begin revising **THEME 1** (and bring your work to class).
- SEP 3      Labor day. No classes.

- SEP 5\*\* **Submit revised THEME 1(2 copies; LENGTH: 500-1000 words. Arrange materials in your theme folder as specified in your “Checklist for ENG 1001G Papers,” item # 11. In preparing your theme for submission, follow the instructions for “**EDITING AND PROOFREADING**” in St. Martin’s, pp. 64-65.**  
Consult the appropriate pages in your Writer’s Reference when you have questions concerning grammar or punctuation. The tutors in the Writing Center (Coleman 3050) can also be helpful. Before you submit your theme and supporting materials in your theme folder, make certain that you can answer “yes” to each of the questions on your “Checklist for ENG 1001G Papers.”  
**IN-CLASS ACTIVITY:** You will write (and submit in your theme folder) responses to the “Reflecting on Your Writing” items on p. 74 of St. Martin’s.
- SEP 7 **READ** my explanation of “How to Correct Your Graded Themes” in your “**COURSE DESCRIPTION**” handout.  
**RE-READ** Writer’s Reference, pp. vii-xi and carefully **REVIEW** Tutorials 1,2,3, and 4. Make certain you understand how to use your Writer’s Reference to correct the errors or answer the questions specified in Tutorials 1-4.  
**IN-CLASS ACTIVITY:** Today, God willing, I will return your graded **THEME 1**. You will use your Writer’s Reference as a guide to correcting, with **pencil**, any errors of grammar, spelling, and punctuation I may have marked on your graded theme.
- SEP 10 **READ** St. Martin’s, pp. 183-193.  
**JOURNAL:** Write a response to “Considering Topics for Your Own Essay” on p. 193. In addition, respond in some detail to “Practice Explaining a Concept,” Part I, toward the bottom of p. 186 (“Choose one concept to explain to two or three other students . . .”). Your journal writing will prepare you for today’s small-group collaborative activity.  
**IN-CLASS ACTIVITY:** You will participate in the “Collaborative Activity” described in St. Martin’s, p. 186 and top of p. 187.
- SEP 12 **READ** St. Martin’s, pp. 193-213 and p. 232 (discussion of Ngo’s use of his library materials).  
**JOURNAL:** (a) respond to whatever aspects of this reading you wish to; (b) in addition, write responses to “Considering Topics for Your own Essay” on p. 200, p. 206, and p. 213.  
**CORRECT**, with pencil, the errors of grammar, spelling, and punctuation I may have marked on your graded **THEME 1**. If you need help in making one or more corrections, seek assistance from a tutor in the Writing Center (Coleman 3110).

- SEP 14      **READ** St. Martin's, pp. 214-222.  
**JOURNAL**: perform the "**INVENTION**" activities described in St. Martin's, pp. 217-220. Begin by responding to each of the thought questions listed under "Finding a Concept to Write About" (pp. 217-218). Then (bottom of p. 218) "Look over your list of possibilities and select one concept to explore" in some detail. You do not need to do library or Internet research at this stage of your exploration of the concept, but do give careful attention to "Focusing the Concept" you have chosen (bottom of p. 219) and do perform each of the tasks described on p. 220. Your "**INVENTION**" activities in today's journal entry constitute your preliminary brainstorming for **THEME 2**: the "concept" essay described at the top of p. 217 (value: 20% of your course grade).  
**IN-CLASS** activity: You will participate in the "Collaborative Activity" described at the bottom of p. 220 and top of p. 221.. Be prepared to explain your concept to your group members.
- SEP 17      **IMPORTANT**: Today's class will meet in **McAfee Gymnasium**. Meet me at McAfee's **northeast entrance** several minutes **before** 10:00 a.m. A librarian will conduct us to our library meeting room.  
**READ** A Writer's Reference, pp. 51-76. (These pages give you some basic information about how to conduct your research for **THEME 2**;  
**JOURNAL**: As you read your assigned pages in Writer's Reference, write brief summaries of the author's points. And make a list of questions you can ask our librarian at today's meeting in McAfee Gymnasium.
- SEP 19      **LIBRARY/INTERNET RESEARCH**: Locate and make photocopies or printouts of at least three (3) library or Internet articles pertinent to the topic you have chosen for **THEME 2**.  
**Minimum research requirement for THEME 2**: Your completed **THEME 2** must include citations of **at least three (3) library/Internet articles pertinent to the concept you are explaining. AT LEAST ONE (1) of the three items you cite MUST be a hard-bound journal article** rather than an Internet item. You are welcome to use a course textbook as one of your citations, but the textbook will **NOT** count toward fulfillment of your minimum research requirement for **THEME 2**.  
**BRING** photocopies/printouts of your Library/Internet articles to class.  
**READ**: Writer's Reference, pp. 76-93.  
**IN-CLASS ACTIVITY**: You will practice paraphrasing, quoting, and documenting the ideas and language contained in the library/Internet research materials you bring to class. (Don't forget to bring Writer's Ref. to class today.)

SEP 21 **CONTINUE** gathering or digesting library/Internet research material pertinent to your topic for **THEME 2** – and remember to make photocopies or printouts of your research materials. Bring photocopies & printouts to class.

**JOURNAL:** After reviewing your Writer's Reference, pp. 77-78 and 82-93, perform the following activities in your journal:

- (a) **summarize** the contents of one (1) of your library/Internet sources [see Writer's Reference, top of p. 77 for explanation of "Summarizing without plagiarizing"];
- (b) **paraphrase** the information contained in one lengthy paragraph (1 paragraph) of another of your sources [see Writer's Reference, bottom of p. 77 and top of p. 78, for explanation of "Paraphrasing without plagiarizing"];
- (c) use **signal phrases** to introduce **quotations** into your discussions of ideas presented in **two** of your library or Internet sources [see Writer's Reference, pp. 86-87 for explanation; study and imitate the "MODEL SIGNAL PHRASES" at top of p. 87].
- (d) use signal phrases and **ellipsis marks** in your handling of a quotation from one of your sources [see Writer's Reference, pp. 88-89 for explanation of "ellipsis marks"];
- (e) use **brackets** in your handling of a quotation from another of your sources [see Writer's Reference, p. 89 for explanation of "brackets"];
- (d) use an **informative sentence** followed by a **colon (:)** to set off a quotation of four or more lines from one of your library/Internet sources [see Writer's Reference, pp. 89 (bottom of page) and p. 90 for explanation of procedure for "Setting off long quotations"].

**IN-CLASS ACTIVITY:** Additional practice in use of quotation marks, parenthetical page citation, and other documentation procedures. (Be sure to ask me to clarify any documentation techniques about which you have questions.).

SEP 24 No class. Optional conferences. Continue to work on **THEME 2**.

SEP 26 **READ** St. Martin's, pp. 222-224. Formulate a tentative thesis statement (see p. 222) and bring it to class. When you come to class today, be prepared to write a rough draft of **THEME 2** (the "WRITING ASSIGNMENT" described at the top of St. Martin's, p. 217).

**JOURNAL:** After formulating your tentative thesis statement (p. 222), write responses to the "planning" questions asked in St. Martin's, pp. 222-224.

Carefully review this and your earlier **THEME 2** journal entries before coming to class. **BUY** (from the University Book Store) an **exam booklet**.

**IN-CLASS ACTIVITY:** After showing me that you have written nothing in your **exam booklet** except your name and your tentative thesis statement at the top of the cover page, you will write a **ROUGH DRAFT** of **THEME 2** in your exam booklet. You may not use your journal or other notes in preparing your draft

- SEP 28 **JOURNAL:** amplify and polish your rough draft of **THEME 2**. Suggested **LENGTH** of draft: 750-1250 words. Bring your draft to class for peer review. **IN-CLASS ACTIVITY:** You and a classmate will exchange your rough drafts and perform the “CRITICAL READING” tasks described in St. Martin’s, pp. 225-226. (Note that you will submit both your revised **THEME 2** and your **JOURNAL** for evaluation at the beginning of our **OCT 1** class meeting.)
- OCT 1\*\* **Submit revised THEME 2 (2 copies; LENGTH: 750-1250 words. Arrange materials in your theme folder as specified in your “Checklist for ENG 1001G Papers,”** item # 11. In preparing your theme for submission, follow the instructions for “REVISING” and “EDITING AND PROOFREADING” in St. Martin’s, pp. 226 (bottom)-231. Before you submit your theme folder, make certain that you can answer “yes” to each of the questions on your “Checklist for ENG 1001G Papers.”
- \*\* **Submit JOURNAL for mid-term evaluation.** At the beginning of class I will distribute four bookmarks and ask you to mark the four randomly chosen journal entries I will announce. (See p. 3 of your “**COURSE DESCRIPTION**” handout for a description of the procedure I will follow in evaluating journals.) **IN-CLASS ACTIVITY:** sign up for mid-term conference – at which I will return your **JOURNAL** and your graded **THEME 2**.
- OCT 3 No class today. I’ll see you in conference.
- OCT 5 Fall Break. No classes.
- OCT 8 No homework. In class today I will return journals and graded **THEME 2** to those of you with whom I have not yet had mid-term conferences. **IN-CLASS ACTIVITY:** You will use your Writer’s Handbook to begin correcting (in pencil) the errors of punctuation, spelling, punctuation, or grammar I may have marked on your paper. **REVIEW** my explanation of “How to Correct Your Graded Themes” in your “**COURSE DESCRIPTION**” handout.
- OCT 10 **FINISH CORRECTING** (with pencil) your graded **THEME 2**. (See OCT 8 explanation of procedure.) **READ** St. Martin’s, pp. 237-240. **JOURNAL:** to prepare for today’s “**IN-CLASS ACTIVITY,**” study “Practice Arguing a Position: A Collaborative Activity” described on pp. 240-241. In your journal entry, devise a “Should” question that arises out of some aspect of the **CONCEPT** topic on which you wrote **THEME 2**. Then explore the “should” question. Begin by taking a position (“yes” or “no”). Then “construct an argument for your position, giving several reasons and noting the kinds of support you would need. Also try to anticipate one or two objections you would expect  
(Today’s assignment is continued on the next page.)

from readers who disagree with your position. Write down what you discover under the following headings: **Reasons//Support Needed//Likely Objections.**

**IN-CLASS ACTIVITY:** You will participate in the “Collaborative Activity” described in St. Martin’s, pp. 240-241.

- OCT 12 **READ:** St. Martin’s, pp. 241(bottom)-245.  
**JOURNAL:** Write responses to “Considering Topics for your Own Essay” on p. 245 and to whatever else in today’s reading assignment you wish to respond.
- OCT 15 **READ** St. Martin’s, pp. 245 (bottom)-254.  
**JOURNAL:** Write response to “Considering Topics for your Own Essay” on p. 249 and p. 254 (and to whatever else in today’s reading assignment you wish to respond).
- OCT 17 **READ** St. Martin’s, pp. 255-263.  
**JOURNAL:** Write response to “Considering Topics for your Own Essay” on p. 260 and to whatever else in today’s reading assignment you wish to respond.
- OCT 19 **READ** St. Martin’s, pp. 265-272.  
**JOURNAL:** perform the “**INVENTION AND RESEARCH**” activities described in St. Martin’s, pp. 265-268. Your “**INVENTION**” activities constitute your preliminary brainstorming for **THEME 3**, the “controversial issue” **WRITING ASSIGNMENT** described at the top of p. 265.  
**IN-CLASS ACTIVITIES:** (a) You will participate in the “Testing Your Choice: Collaborative Activity” described at the top of p. 269 and (b) perform the writing activities described on pp. 269-272 (“Developing Your Argument” . . . “Formulating a Tentative Thesis Statement”).
- OCT 22 **READ** St. Martin’s, pp. 273-276.  
**JOURNAL:** After carefully studying the directions for “**PLANNING AND DRAFTING**” in pp. 273-276, write a rough draft of **THEME 3** (the “**WRITING ASSIGNMENT**”) described at the top of p. 265. (Suggested length of draft: 500-1,000 words.) Bring your draft to today’s class.  
**IN-CLASS ACTIVITY:** You will exchange Your draft with a classmate and perform the “Critical Reading” tasks described on pp. 276-278.
- OCT 24 **READ:** St. Martin’s, pp. 293-307 (to middle of page)..  
**JOURNAL:** Write responses to “Considering Topics for your Own Essay” on p. 302 and p. 307.  
**IN-CLASS ACTIVITY:** You will participate in the “Practice Proposing a Solution” collaborative activity described at the top of p. 297.



- OCT 26 **READ:** St. Martin's, pp. 307-323.  
**JOURNAL:** Write responses to "Considering Topics for your Own Essay" on p. 314 and p. 320 (and to whatever else in today's reading assignment you wish to respond).
- OCT 29 **READ** St. Martin's, pp. 325-333.  
**JOURNAL:** Perform the "INVENTION AND RESEARCH" activities described on pp. 325-333, ending by "Formulating a Thesis Statement." Your "INVENTION AND RESEARCH" activities constitute your preliminary brainstorming for **THEME 4**: the "solution to a problem" **WRITING ASSIGNMENT** described at the top of p. 325.  
**IN-CLASS ACTIVITY:** You will participate in the "Testing Your Choice . . . Collaborative Activity" described in the middle of p. 330.
- OCT 31 **READ** St. Martin's, pp. 333-336.  
**JOURNAL:** After carefully studying the directions for "PLANNING AND DRAFTING" on pp. 333-336, write a rough draft of **THEME 4** (the "WRITING ASSIGNMENT") described at the top of p. 325. (Suggested length of draft: 500-1,250 words.) Bring your draft to today's class.  
**IN-CLASS ACTIVITY:** You will exchange Your draft with a classmate and perform the "Critical Reading" tasks described on pp. 336-338.
- NOV 2 **HOW TO PREPARE FOR TODAY'S CLASS:** In the past several weeks you have prepared rough drafts of **THEME 3** and **THEME 4**. Your task now is to decide which of the two themes you will revise and submit to me for grading (value: 20% of your grade for the course). The revised essay will be due on at the beginning of our next class meeting. Proceed as follows:  
     If you decide to revise **THEME 3**, read St. Martin's, pp. 278-285. After carefully studying pp. 278-285, begin revising your rough draft, and bring your work-in-progress to class.  
     If you decide to revise **THEME 4**, read St. Martin's, pp. 338 (bottom)-344. After carefully studying pp. 338-344, begin revising your rough draft, and bring your work-in-progress to class.  
**IN-CLASS ACTIVITY:** Continue revising **THEME 3** or **THEME 4**.
- NOV 5\*\* **Submit revised THEME 3 or revised THEME 4 (2 copies; LENGTH: 750-1250 words).** Arrange your materials in your theme folder as specified in your "Checklist for ENG 1001G Papers," item # 11. Before you submit your theme folder, make certain that you can answer "yes" to each of the questions on your "Checklist for ENG 1001G Papers."  
**IN-CLASS ACTIVITY:** Write responses to the four "Reflecting on Your Writing" tasks in St. Martin's (**THEME 3** tasks are on pp. 287-288; **THEME 4** tasks, pp. 346 and top of p. 347).

- NOV 7 No class. You need a break and I need time to read your papers. Suggestion: look ahead to our next assignment.

**EWP DEADLINE REMINDER:** The deadline for submitting one of your ENG 1001G themes to your **ELECTRONIC WRITING PORTFOLIO (EWP)** is **NOV 26**. For details concerning the **EWP** submission process, see “**To Submit to the Electronic Writing Portfolio**” (appended to end of this syllabus).

- NOV 9 Today I will return and discuss your graded **THEME 3** or **THEME 4**.  
**READ** St. Martin's, pp. 407-415.  
**JOURNAL:** Write response to “Considering Topics for your Own Essay” on p. 415 and to whatever else in today’s reading assignment you wish to respond.  
**IN-CLASS ACTIVITY:** You will participate in the “Practice Speculating about Causes . . . Collaborative Activity” described on p. 410 and top of p. 411.
- NOV 12 **READ** St. Martin's, pp. 415-421.  
**JOURNAL:** Write a response to “Considering Topics for your Own Essay” on p. 421 and to whatever else in today’s reading assignment you wish to respond.
- NOV 14 **READ** St. Martin's, pp. 421 (bottom half)-426.  
**JOURNAL:** Write a response to “Considering Topics for your Own Essay” on p. 426 and to whatever else in today’s reading assignment you wish to respond.
- NOV 16 **READ** St. Martin's, pp. 426 (bottom)-435.  
**JOURNAL:** Write a response to “Considering Topics for your Own Essay” on p. 432 and to whatever else in today’s reading assignment you wish to respond.

**EWP REMINDER:** The deadline for submitting one of your ENG 1001G essays to your **Electronic Writing Portfolio** is **NOVEMBER 26**. See the final page of this handout for submission instructions.

NOV 19, 21, 23 Thanksgiving Recess. No classes

- NOV 26 **READ** St. Martin's, pp. 437-442.  
**JOURNAL:** Perform the “**INVENTION AND RESEARCH**” activities described on pp. 437-442. Your “**INVENTION AND RESEARCH**” activities constitute your preliminary brainstorming for **THEME 5: the WRITING ASSIGNMENT** described at the top of p. 437. (“Write an essay about an important or intriguing phenomenon or trend, and speculate about **why** it might have occurred.”).  
**IN-CLASS ACTIVITY:** You will participate in the “Testing Your Choice . . . Collaborative Activity” described at the bottom of p. 442 and top of p. 443.

- NOV 28 **READ** St. Martin's, pp. 443-445.  
**JOURNAL**: Develop material for **THEME 5** by performing the thinking and writing tasks described on pp. 443-445, ending by "Formulating a Tentative Thesis Statement." After formulating your tentative thesis statement (p. 445), ponder the "PLANNING AND DRAFTING" questions asked in St. Martin's, pp. 445-448. Carefully review this and your earlier **THEME 5** journal entries before coming to class (and don't forget to bring a blank exam booklet to class).  
**BUY** (from the University Book Store) an **exam booklet**. Bring it to class.  
**IN-CLASS ACTIVITY**: After showing me that you have written nothing in your **exam booklet** except your name and your tentative thesis statement at the top of the cover page, you will write a **ROUGH DRAFT** of **THEME 5** in your exam booklet. You may not use your journal or other notes in preparing your draft.
- NOV 30 **READ** St. Martin's, pp. 455 (bottom-458), "A WRITER AT WORK."  
**CONTINUE** working on your rough draft of **THEME 5**. Bring your draft to class for peer review.  
**IN-CLASS ACTIVITY**: You and a classmate will exchange your rough drafts of **THEME 5** and perform the "CRITICAL READING" tasks described in St. Martin's, pp. 449-450.
- DEC 3\*\* **Submit revised THEME 5 (2 copies; LENGTH: 750-1250 words).**  
**Arrange materials in your theme folder as specified in your "Checklist for ENG 1001G Papers, item # 11.** In preparing your theme for submission, follow the instructions for "REVISING" and "EDITING AND PROOFREADING" in St. Martin's, pp. 451-455. Before you submit your theme folder, make certain - that you can answer "yes" to each of the questions on your "**Checklist for ENG 1001G Papers.**"
- DEC 5 No homework. We will devote most of today's session to activities that will help prepare you for your ENG 1002G class next semester.
- REMINDER**: The deadline for submitting a (thoroughly optional) revision of one of your graded themes is **NOON** on **TUESDAY** of **FINAL EXAM WEEK**. For details, see my description of "OPTIONAL REVISION" on p. 5 of your "**COURSE DESCRIPTION.**"
- DEC 7 \*\* **SUBMIT JOURNAL FOR END-OF-SEMESTER EVALUATION.**  
 Today is our final class meeting of the semester. We have no final exam in this course. Good luck on your exams in your other courses. I should have your final grades tallied by Thursday morning of final exam week.

## To Submit to the Electronic Writing Portfolio

### Information for Students:

Submissions must be made from your [uiu.edu](http://uiu.edu) email account. If you have not picked up the id and password for this account, go to ITS in **Room 1053** in the basement of the **Student Services Building** and take your **Panther Card**.

You will find the EWP submission form at [www.uiu.edu/~assess](http://www.uiu.edu/~assess). Click on the form to open it.

Read the directions marked "student." You should complete the "Student Information," "Course Information," and "Student's Integrity Statement" sections of the form. Once you have completed these sections, save the form to a floppy disk as *lastnamesubform.rtf* (e.g., *smithsubform.rtf*).

Click on CASA's email address at the top of the form or address an email message to [casa2000@www.uiu.edu](mailto:casa2000@www.uiu.edu). Attach the completed submission form and your document to be submitted to this email message. Your document should be saved in rich text format (RTF) and labeled *lastname.rtf* (e.g., *smith.rtf*). Make sure you remove your name and other identifying information from the document you submit. If [www.uiu.edu/mymail](http://www.uiu.edu/mymail) is being used, you will need to scroll down past the message area to attach the second document. Add your name (last name first) for the subject line of the email message and send the message to CASA.

CASA will forward your document and form to your professor for assessment. If your submission is incomplete or not approved by your professor, you will receive an email to your [uiu.edu](http://uiu.edu) account indicating what is wrong and asking you to make corrections and resubmit. After your professor has approved your submission, you will receive e-mail verification. **KEEP THIS EMAIL NOTICE TO SERVE AS YOUR RECEIPT.** No submission will be considered complete until this e-mail notice is sent from CASA to the student, so make sure you check your e-mail regularly until you receive your receipt.

### Information for Instructors:

The student's submission form and document will come to your [uiu.edu](http://uiu.edu) e-mail account with two attachments in the e-mail.

*If you agree* that this document is ready for submission, you certify that the document is fine to submit by clicking on the submission form that was attached with the writing sample and completing the "Instructor's Assessment." Please make certain that you check only one box for each question. Following the instructions on the submission form, return this form and the student's document to us in a single e-mail message at [casa2000@www.uiu.edu](mailto:casa2000@www.uiu.edu).

*If you do not agree* that this document is ready for submission, check "not competent" and return the form and the document to CASA at [casa2000@www.uiu.edu](mailto:casa2000@www.uiu.edu). CASA will then send a standard e-mail message to the student indicating that the instructor did not approve the document and instructing the student to contact his/her professor.